

MICHIGAN DEPARTMENT OF EDUCATION  
SAFE AND SUPPORTIVE SCHOOLS GRANT  
**Year 4 Continuation Grant Application  
Guidance Document**

Due: August 31, 2014  
Funding begins: October 1, 2014  
Time Period Covered: October 1, 2014 – June 12, 2015

## **Overview**

The following guidance details the Year 4 Safe and Supportive Schools (S3) Continuation Grant Application criteria, grant requirements, and application requirements. Funding for this grant year is intended to sustain successful program initiatives. The Year 4 Grant Application is due to the Michigan Department of Education (MDE) via the Michigan Electronic Grants System Plus (MEGS+) on **August 22, 2014**. This guidance is only for those schools funded in 2014-2015.

We appreciate your time and effort in preparing the Year 4 Grant Application. If you have any questions, please contact your assigned Regional Coach.

## **Accessing Year 4 Application on MEGS+**

All sections of the Year 4 Application will be either entered directly or uploaded as an attachment in MEGS+ at: <https://mdoe.state.mi.us/megsplus/>. Instructions for accessing the S3 application in MEGS+ are available at [www.michigan.gov/schoolclimate](http://www.michigan.gov/schoolclimate).

## **Minimum grant requirements**

As a requirement of funding, each funded S3 school will:

- Designate, at minimum, a .5 FTE staff member (called the S3 Building Liaison) to represent each grant funded school building.
- Work directly and meet regularly with the assigned regional coach via the designated staff member/building liaison to fulfill grant requirements.
- Implement the Michigan Profile for Healthy Youth (MiPHY) student survey during the 2014-15 school-year.
- Implement the Michigan School Climate Assessment Instrument (MiSCAI) during the 2014-15 school-year.
- Collect and report the number of incidents of student bullying that have occurred on school property or at a school-sponsored activity during the 2014-15 school year for your S3 Funded building.
- Send a team to the S3 Crucial Conversations Training/Conference in October
- Building Liaisons attend MDE-sponsored Building Liaison meetings two times per year, winter and spring.

- Develop an action plan based on the approved workplan (goals and activities) that includes strategies to be implemented to achieve a systemic change within the building. This action plan must be submitted by November 4, 2014.
- A Coordinated School Health (CSH) representative continues to participate on the School Improvement Team. Preferably, your CSH team and SIT meet together.
- Include a meaningful school health and/or climate goal and how it enhances student achievement into the building school improvement plan.
- Only those programmatic intervention(s) from the approved intervention list, supported by successful outcomes, and described in a Sustainability Plan in your Year 3 Term 1 or Term 2 Reports will be considered for funding.
- Participate in a site visit with the MDE team once during the school year. Principal and/or superintendent participation is expected.
- Provide a 10% hard or soft funding match to be reflected in the budget.

### **Application requirements:**

1. Building Contact page  
Enter the person most able to answer questions related to this grant.
2. Needs Assessment section  
This section includes information from the following:
  - MiPHY student survey (year surveyed and overall building percentage of students). The year should be 2014 MiPHY.
    - Percentage of students who had a least one drink of alcohol in the last 30 days. This comes from the building **2014 Alcohol Report**.
    - Percentage of students who have been bullied on school property in the past 12 months. This comes from the building **2014 Violence Report**.
  - Incident data – number of suspensions for violent incidents without physical injury. **MDE will be providing this number from Michigan Student Data System (MSDS)**
  - Brief narrative – Using your data [e.g., Bully-Free Schools Circle of Support for Learning Survey (BFS), MiPHY, MiPS3 score, building level data, etc.], describe your needs related to improving the conditions for learning in your building and how these needs will be met through your S3 goals (4,000 characters).  
This section should illustrate rationale as to how your team developed goals and selected programmatic interventions.
3. Capacity section  
This section requires information on the following:
  - Year 4 Staffing plan (2,000 characters total)
    - Describe the role, responsibilities, and time commitment of any staff member funded through the S3 grant
    - Attach resumes and position descriptions of any **new** funded S3 staff positions for 2014-15.
  - Status of CSH Team and plans for the year (2,000 characters)

4. Workplan consisting of three goals (one process and two outcome goals). ***Include a statement of how your CSH team intends to plan for sustainability for each initiative/activity.*** No new activity/intervention will be considered. See Appendix D for sample workplan outcome and process goals.

A. Outcome goal requirements

1. Goal #
2. Type of change expected (State whether an increase or decrease will occur and then describe the specific change that will take place.)
3. Percentage of change expected
4. When change is expected
5. Estimated numbers to be served by target populations (high school students, teachers, support staff, administrative staff, parents, other)
6. Justification for each goal (1,000 characters)
7. Activities – include up to five activities, describe each (1,000 characters)
  - a. Program Intervention
  - b. Person Responsible
  - c. Timeline
  - d. Evaluation plan
  - e. Itemized costs (description and cost of each item related to this activity)

B. Process goal requirements

1. Goal #
2. Process goal (1,000 characters)
3. Justification for the goal (1,000 characters)
4. Activities – include up to five activities, describe each (1,000 characters)
  - a. Program Intervention
  - b. Person Responsible
  - c. Timeline
  - d. Evaluation plan
  - e. Itemized costs (description and cost of each item related to this activity)

5. Budget

All costs should be included with the most detail possible. For this funding, there is a 2% administration cap.

- A. See Appendix A for S3 Grant Allowable Expenditures.
- B. See Appendix B for S3 Grant Allowable Student Incentives
- C. See Appendix C for S3 Grant Allowable Function Codes

6. Assurances and Certifications

When grant is submitted, the Level 5 authorized official certifies that the grant adheres to the assurances and certifications.

OVERALL KEY POINTS TO REMEMBER

1. MDE will be verifying status of MiPHY surveying for the 2014-15 school year. Continuation funding is contingent on yearly MiPHY surveying and reporting bullying incident data.
2. There is one required report for grant year:
  - The Final Year 4 covers the period of Oct. 1, 2014-June 12, 2015, with the report due June 12, 2015.

- Guidance for this report will be sent under a separate cover.
3. A Final Expenditure Report (related to your entire Year 4 budget) is required at the end of Year 4 (August 11, 2015). Spend down amounts will be monitored monthly by your Regional Coach.

## **Appendices**

Appendix A: S3 Grant Allowable Expenditures document

Appendix B: S3 Grant Allowable Student Incentives

Appendix C: S3 Grant Allowable Function Codes

Appendix D: Sample Workplan (outcome and process goal)

Appendix E: MDE Approved Programmatic Intervention Critical Components

- Meaningful Student Involvement
- Restorative Justice
- Bully-Free Schools
- Eliminating Barriers for Learning
- Michigan Model
- Parent Engagement
- Sexual Minority Youth Activities

Appendix F: Year 4 Programmatic Intervention Suggested Activities

- Bully-Free Schools
- Coordinated School Health
- Eliminating Barriers for Learning
- Michigan Model
- Parent Engagement
- Restorative Justice
- Sexual Minority Youth Activities

Appendix G: Intervention Cost Estimates

- Bully-Free Schools
- Eliminating Barriers for Learning
- Michigan Model
- Parent Engagement
- Restorative Justice
- Sexual Minority Youth Activities
- Public/Media Relations
- Meaningful Student Involvement

## **Appendix A**

### **Safe and Supportive Schools Grant (S3) Allowable Expenditures**

- Salary and benefits for full- or part-time Building Liaison
- Stipends for staff for afterschool meetings and professional development
- Up to \$4,000 for student incentives for schools receiving \$140,400, \$3,000 for schools receiving \$120,400 and \$2,000 for schools receiving \$100,400 (outlined in Safe and Supportive Schools Grant in the 2014-15 Guidance for Student Incentives document)
- Up to \$2,000 for parent/family incentives
- Substitute costs for teaching staff to attend S3 meetings, trainings, and conferences
- S3 Conferences costs (one per year), including travel expenses
- Salary and benefits for full- or part-time S3 Parent Liaison, Community Liaison, or staff with other S3 grant responsibilities
- Evidenced-based curricula and trainings associated with the curricula (as approved by MDE)
- Office supplies (paper, copying costs, etc.) to support the S3 grant activities
- Costs associated with contracting with community partners related to approved S3 Interventions
- Transportation costs associated with enrichment activities for students related to approved S3 interventions
- Resources suggested by S3 Intervention Consultants related to approved S3 Interventions
- This list is not exclusive, please check with your S3 Coach for further guidance

#### **Non-allowable costs:**

- Assemblies or one-time events
- Furniture (e.g. desks, file cabinets)
- Programs and activities that are not supported by best practice or based on research
- An activity included in your previous S3 applications that weren't supported by evaluation data demonstrating success

## Appendix B



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GOVERNOR

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DEPARTMENT OF EDUCATION  
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PUBLIC INSTRUCTION

### **Safe and Supportive Schools (S3) Grant 2014-15 Guidance for Student Incentives**

Incentives can be a valuable resource for engaging students in school initiatives. MDE was asked by S3 grantees to provide parameters for how S3 funds can be used to purchase student incentives. Our goal is to provide you with options that are low cost, appealing and useful to students, and are consistent with a healthy and safe school climate.

Below is a list of allowable expenses for the 2014-15 grant year. We recommend that you involve students in the selection and development of incentives using these parameters and keep rewards/incentives within reach of the majority of students. Including your school logo on items, when possible, is encouraged to foster school spirit and pride.

In addition, it is very important to connect any incentive requests to the goals/objectives and budget identified within your work plan. As you continue to make this link in your planning, it is recommended to identify and/or track in your action plan, how you expect the incentives will compliment your intervention activities and help increase outcomes.

Please see your coach for further discussion and guidance regarding the approval process for any items not on this list, as well as parent incentives and other questions regarding approved expenditures.

**Paraphernalia:** ball caps, T-shirts, sunglasses, Frisbees, balls, water bottles, chap stick, hand sanitizer

#### **Academic items:**

Backpacks

School supplies such as pencils, gel pens, notebooks, electronic device "skins"

Books (student input on selections)

Gym bags made of fabric with a draw string

#### **Certificates/Coupons:**

Gift certificates to local non-food merchants (video/music store)

Free passes to school sponsored sporting events, dances, and school plays

Movie passes

iTunes cards (\$5 - \$10 denomination)

Gift certificates to the zoo, museums

Coupons for free milk  
Coupons for free lunches  
Coupons for school store items  
Healthy food coupons to redeem at cafeteria  
Gasoline gift card

**Free Recognition:**

Coupons for movie or music selection in a classroom  
Coupon for extra reading or music time  
Recognition on morning announcements  
Reading the morning announcements  
Prime parking spot  
Providing an opportunity to create a bulletin board on a topic of their choice-supplies provided  
Principal's apprentice for 20 minutes or a class period  
Assist a Coach for a practice (select from willing coaches)  
Select a homework assignment for the class from a list provided by the classroom teacher  
Dress as the school mascot during a pep rally or game  
Participate at a sporting event as a guest manager  
Eat lunch with an adult their choice  
Serve as an office aid for one period  
Provide opportunity to be part of a brainstorming adult team at school  
Principal's permission to buzz cut the principal's hair  
Provide opportunity to accompany a business owner for the day and receive credit for writing a paper about the experience  
Reserved seating at the school play for student and a couple of friends  
Sing karaoke during the lunch period (approved songs)  
Sit at the scoring table at a school game  
Guest DJ one song at the school dance (approved songs)  
Plan a spirit week activity for one of the days during spirit week  
Extra credit points  
Free Homework pass (don't have to do one homework assignment)

## Appendix C

### S3 Grant Allowable Function Codes

Function Code	Account Name/Description
100	Instruction - Instruction includes the activities dealing directly with the teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom, in another location such as in a home or hospital, and other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of classroom aides, teacher assistants, supplies and machines that directly aid in the instructional process. Include the work of group and class sponsors and chaperons at student activities. Include activities associated with instructional field trips.
110	Basic Program - Instructional activities including enrichment designed primarily to prepare pupils for activities as citizens, family members, and workers, as contrasted with programs designed to improve or overcome physical, mental, social and/or emotional handicaps. Includes Pre-School, Elementary, Middle-Junior High, and High School, as further defined below.
112	Middle/Junior High - Learning experiences concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics considered to be needed by all pupils in terms of understanding themselves and their relationships with society and various career clusters, and which normally may be achieved during the middle and/or junior high school years.
113	High School - Learning experiences concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics considered to be needed by all pupils in terms of understanding themselves and their relationships with society and various occupations and/or professions which normally may be achieved in the high school years.
119	Summer School - Any basic program activity offered in summer.
211	Truancy/Absenteeism Services - Consist of those activities that have as their purpose the improvement of pupil attendance.
212	Guidance Services - Consist of those activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for pupils.
214	Psychological Services - Consist of those activities of administering psychological tests, interpreting the results of psychological tests, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests, and planning and managing a program of psychological services including psychological counseling for the school or school system.
216	Social Work Services - Consist of those activities that have as their purpose the performance of school social work activities dealing with the problems of pupils that involve the home, school, and community.
219	Other Pupil Support Services - This function is assigned to expenditures involving monitoring activities, such as, lunchroom monitors, hall monitors, playground monitors and crossing guards. Bus monitors are assigned to the transportation



	function, 271.
221	Improvement of Instruction - Consists of those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging and natural learning experiences for pupils. These activities include curriculum development, techniques of instruction, child development and understanding, in-service training for instructional staff.
222	Educational Media Services - Consist of those activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of educational media by teachers and other members of the instructional staff; and guiding instructional staff members in their use of educational media. Included here are the activities for planning the use of the educational media by pupils and instructing pupils in their use of media materials.
224	Educational Television - Consists of those activities concerned with planning, programming, and writing educational programs or segments of programs for use on closed circuit or broadcast television or radio.
225	Technology Assisted Instruction - Consists of those activities concerned with planning, programming, and writing educational programs or segments of programs programmed for a computer to be used as the principal medium of instruction.
226	Supervision and Direction of Instructional Staff - Directing and managing instructional services. Includes the activities of program coordination and program compliance monitoring. Examples: Special Education, Career Technical, and Title I directors.
229	Other Instructional Staff Services - Consist of activities other than those defined above to assist instructional staff.
231	Board of Education - Activities performed by the elected body that has been created according to state law and vested with responsibilities for educational activities in a school district. Includes legal, audit and election costs or fees.
232	Executive Administration - Those activities associated with the district-wide general or executive responsibilities, including the development and execution of school district policies through staff at all levels. Titles may include superintendent, associate or assistant superintendent, but may not be limited to such designations. These activities may be distinguished from the supervision or direction of a specific function, program or supporting service that may appropriately be charged to another specific instructional or supporting function. When the same individual directs two or more functions, the services of that individual's office may be prorated between the functions concerned. Include community relation's services (district wide activities and programs designed to improve school/community relations.)
241	Office of the Principal – Activities performed by the principal, assistant principal and other assistants in the general supervision of all operations of the school building; evaluation of staff members of the school; supervision and maintenance of the school records are included under this function, along with clerical staff for these activities.
249	Other School Administration – Other activities of school administration not defined above. Include full-time department chair persons and graduation Expenditures here.
252	Fiscal Services – Activities concerned with the fiscal operations of the school system. This function includes budgeting, receiving and disbursing, financial accounting, payroll, purchasing, inventory control, and internal auditing.
257	Internal Services – Activities concerned with storing and distributing supplies,

	furniture, and equipment. Also include duplicating and printing services, central mail services, and costs associated with the operation of a central switchboard or receptionist.
259	Other Business Services - This function is assigned to those kinds of transactions that should not be identified to any of the business activities defined above. The transactions to be included are short term interest on debt, judgments, taxes, abated and written off, etc
261	Operating Buildings Services – Activities concerned with keeping the physical plant open, clean, and ready for daily used. They include operating the heating, lighting, and ventilation systems, and repairing facilities/equipment. Also included are operating building leases, property and liability insurance, janitorial and ground maintenance costs. May be used in a Capital Projects fund only to extent allowed by law
266	Security Services – Activities concerned with maintaining order and safety in school buildings, on the grounds and in the vicinity of schools at all times. Included are police activities for school functions, traffic control on grounds and in the vicinity of schools, building alarm systems, and security guards..
271	Pupil Transportation Services – Activities concerned with the conveyance of pupils to and from school, as provided by state law. It includes trips between home and school or trips to school activities. All other direct costs related to pupil transportation should be included under this function, i.e., physical exams, uniforms, school bus driver licenses, awards, bus monitors, etc. May be used in Capital Projects Funds only to extent allowed by law.. 280 Support Services-Central - Activities other than general administration that support each of the other instructional and supporting service programs.
281	Planning, Research, Development, and Evaluation - Activities, on a system-wide basis, associated with conducting and managing programs of planning, research, development, and evaluation for a school system.
282	Communication Services - Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers or to the general public through direct mailing, the various news media, or personal contact.
283	Staff/Personnel Services – Activities concerned with maintaining an efficient staff for the school system. It includes such activities as recruiting and placement, staff transfers, in-service training, health services, staff accounting, and staff relations and negotiations. In-service training and professional development for noninstructional support staff should be recorded here.
284	Support Services Technology - Activities concerned with preparing data for storage, storing data, and retrieving them for reproduction as information for management and reporting when these services are provided by the district in its own facilities. Also include district wide activities associated with technology support.
285	Pupil Accounting - Consists of those activities concerned with acquiring, maintaining, and auditing records of pupil attendance, and reporting information to various oversight agencies.
289	Other Central Services - Central services not defined above.
291	Pupil Activities - Consist of those activities concerned with financing the pupil organizations that are under the supervision of the school.
292	Bookstore Activities/Consignment Activities - Consist of those activities concerned with financing the bookstore/consignment activities that are under the

	supervision of the school.
293	Athletic Activities - Consist of those activities concerned with financing the interscholastic athletic programs that are under the supervision of the school.
297	Food Services - Consist of those activities concerned with providing food to pupils and staff in a school or school system. This service includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities and the delivery of food.
299	Other Support Services
311	Community Services Direction – Activities concerned with directing and managing community services activities, i.e., community school direction. 320 Community Recreation
321	Community Recreation – Consists of those activities concerned with providing recreation for the community as a whole, or for some segment of the community. It includes such staff activities as organizing and supervising playgrounds, swimming pools, and other recreation programs for the community..
331	Community Activities – Consist of those activities concerned with providing services to civic affairs organizations. This includes services to parent-teacher association meetings, other parental involvement functions, public forums, lectures, and civil defense planning.
391	Other Community Services – Services provided the community that cannot be classified under the preceding areas of responsibility. An example would be Adult Employment Programs.

## S3 2014-15 APPLICATION OUTCOME GOALS Sample

(This is an example of how to craft an outcome goal and activities that could be written to achieve your overall goal of reducing bullying/aggressive behavior)

1. **Goal #:** 1
2. **What type of change is expected (state whether an increase or decrease will occur and then describe the specific change that will take place)?**

Bullying/aggressive behavior office referrals will decrease.

3. **What is the percentage of change that is expected across program participants?**

20% decrease in bullying/aggressive behavior office referrals.

4. **By when is the change expected to occur?**

By June 11, 2015, bullying/aggressive behavior referrals will be decreased by 20% based on the number of reports sent to the office.

5. **Estimate the numbers to be served:**

<u>Target Population</u>	<u>Estimate</u>
High School Students	290
Teachers	15
Support Staff – includes all adults	3
Administrative Staff	2
Parents/Guardians	100
Other (please specify below) Community members	25

6. **Justification for the Goal:**

In the 2014 BFS survey, students at Blue Sky High School reported that bullying/aggression in school took place in the classrooms (68%) and hallways (71%). The types of behaviors described were pushing, hitting that appeared to be purposeful (62%), mean/hurtful name calling (63%) and mean/hurtful statements made that were indirect ("that's gay" 64%). Students were more likely than staff to witness the student-to-student bullying/aggressive behaviors.

We implemented BFS this school year using the think.respect behavior rubric. Between September 2013 and April 2014, we have had just 9 OSS and 25 ISS which is a reduction from 54 OSS and 65 ISS in the previous school year during that same time period. That is a total of 45 OSS days averted and 40 ISS days averted.

We also saw a marked reduction of severe level infractions each month between the months of November – April. In a student focus group of 10 students, 80% of the students reported that they felt their peers were supportive of the new discipline practice and rubric. All 20 teaching staff were surveyed and 15 of the 20 (75%) reported that they were strongly committed to the use of the new discipline practice and rubric.

- 1) **Activities** (include up to five activities with person responsible, timeline, and evaluation plan per Goal):

We will be fully implementing the Bully-Free Schools Circle of Support for Learning. We will:

- 1) Fully implement all components and strategies of BFS,
  - 2) Hold periodic meetings with the BFS Leadership Team to monitor progress and address future needs,
  - 3) Conduct a periodic review of key aspects of BFS implementation,
  - 4) Conduct the Parent Leadership Readiness Assessment,
  - 5) Implementing a sustainability plan for continuing with BFS in the future
- a. **Program Intervention** (if applicable).  
Click on "**Help**" (top right) for a list of programs:  
Bully-Free Schools, Circle of Support for Learning
  - b. **Person Responsible:**  
Building Liaison and BFS Leadership Team
  - c. **Timeline:**
    - 1) By December 1, 2014
    - 2) November 1, 2013 – May, 2015
    - 3) By May 1, 2015
    - 4) By March 1, 2015
    - 5) By February 28, 2015
    - 6) By May 1, 2015
  - d. **Evaluation Plan:**  
2014-15 bullying/aggressive behavior referrals to the office  
Number of OSS and ISS incidences
  - e. **Itemized Cost** (description and cost of each item related to this activity):
    - ✓ Copying, printing \$350
    - ✓ Stipend for BFS leadership team coordinator \$800
    - ✓ Consultation fee for SAPE Consultant \$1,000
    - ✓ Incentives for parents to attend awareness meetings \$200

✓ Total for this activity=\$ 2,450

- 2) **Activities** (include up to five activities with person responsible, timeline, and evaluation plan per Goal):
- 1) Send Newly Hired Health Teacher to Michigan Model training on the new 9-12 curriculum.
  - 2) Implement Michigan Model lessons in our health class that are relevant to preventing bullying and aggressive behavior.
  - 3) Develop sustainability plan for implementing Michigan Model lessons in years forward.
- a. **Program Intervention** (if applicable).  
Click on "**Help**" (top right) for a list of programs:  
Michigan Model
- b. **Person Responsible:**  
Building Liaison and Health Teacher
- c. **Timeline:**
- 1) By January 30, 2015
  - 2) By January 30, 2015
  - 3) By February 28, 2015
- d. **Evaluation Plan:**  
Pre- and post-surveys, implementation logs, sustainability plan completed.
- e. **Itemized Cost** (description and cost of each item related to this activity):
- ✓ One staff attends Michigan Model training= \$200 (training including mileage)
  - ✓ Copying, printing of materials=\$200
  - ✓ Total \$400
- 3) **Activities** (include up to five activities with person responsible, timeline, and evaluation plan per Goal):
- 1) Continue to implement restorative justice practices We would like to contract with our local Community Dispute Resolution Center (CDR) to provide a restorative justice facilitator for 30 hours per week.
  - 2) We would like to provide a professional development in-service for all Sky Blue High school teachers on restorative practices they can use in their classrooms and on restorative justice in general.
  - 3) After attending the restorative practices training in August, we will be implementing with fidelity the Restorative Practices program in our high school
- a. **Program Intervention** (if applicable).  
Click on "**Help**" (top right) for a list of programs:

## Restorative Justice Practices

- b. **Person Responsible:**  
Building Liaison, BFS Leadership Team
- c. **Timeline:**
  - 1) Contract with local CDR for RJ Facilitator position for this school year by October 1, 2014.
  - 2) Conduct a professional development in-service for staff by November 1, 2014.
  - 3) Follow the steps for our sustainability plan for continuing our RJ practices by May 1, 2015
- d. **Evaluation Plan:**  
Pre-and post-surveys, Number of suspensions averted, number of office referrals.
- e. **Itemized Cost** (description and cost of each item related to this activity):
  - ✓ Contracted services with CDR for \$25/hr., 30 hours weekly for 36 weeks: \$27,000
  - ✓ Copying costs: \$200
  - ✓ Facilitator for teacher in-service: \$800
  - ✓ Total for this activity: \$37,900
- 4) **Activities** (include up to five activities with person responsible, timeline, and evaluation plan per Goal):
  - 1) Continue having a Parent Liaison to coordinate the parent engagement activities at Sky Blue High School. This position involves meeting periodically with Barb Flis for consultation, scheduling and conducting parent meetings and workshops and welcoming new parents into the building. The Parent Liaison would also provide resources to parents and keep the parent website and social media sites updated. The Parent Liaison, BL and CSH team will complete a sustainability plan to retain our very valuable Parent Liaison position.
  - a. **Program Intervention** (if applicable).  
Click on "**Help**" (top right) for a list of programs:  
Parent Engagement
  - f. **Person Responsible:**  
Building Liaison, Parent Liaison, Barb Flis, Parent Action for Healthy Kids, CSH Team
  - g. **Timeline:**
    - 1) Parent Liaison contract renewed by 10/1/2014.
    - 2) Workplan developed by 10/31/14
    - 3) Parent, staff, and community awareness sessions completed by 5/10/15
    - 4) Sustainability plan completed by 5/1/15

- h. **Evaluation Plan:**  
Pre-and post-surveys; website hits, completed sustainability plan.
- i. **Itemized Cost** (description and cost of each item related to this activity):
  - ✓ Contract with part-time Parent Liaison to coordinate the parent engagement activities
  - ✓ Salary: \$25/hour x 20 hours weekly for 35 weeks \$17,500.  
Benefits: \$6,000
  - ✓ Resources for awareness sessions obtained or developed, copied, and mailed \$800
  - ✓ Opportunity to attend Share and Learn: \$50 (fees and mileage)
  - ✓ Total for this activity: \$24,350



# S3 2014-15 APPLICATION PROCESS GOALS Sample

(This is only an example of crafting a process goal and activities that could be written to achieve your overall goal of enhancing your Coordinated School Health initiative)

<b>1.</b>	<b>Goal #:</b>	1
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<b>2.</b>	<b>Process Goal:</b>	
		Utilize a coordinated school health framework to support student learning and school success, engage parents, students, families, and the community and integrate a healthy school goal into the building's School Improvement Plan.

<b>3.</b>	<b>Justification for the Goal:</b>	
		Blue Sky High School recognizes that developing a quality CSH program will promote the optimal physical, emotional, social, and educational development of our students. We have many resources and programs contained in our school and community. We have made great progress in the last two years getting our CSH functioning well. We want to include community stakeholders in our CSH meetings and create and implement a CSH goal in our building's School Improvement Plan.

1)	<b>Activities</b> (include up to five activities with person responsible, timeline, and evaluation plan per Goal):	
		<p>1) Blue Sky High school has done a pretty good job of having the eight components of CSH represented on the team. Most of the members meet on a regular basis and have been active in the planning and implementation of S3 activities. However, we don't have many community partners on board and feel that they are critical to our sustainability of our CSH objectives.</p> <p>2) With the oversight of the S3 Regional Coach and the Building Liaison, members of the CSH team will recruit community partners to join the CSH team and participate in the efforts of assessment, implementation, and evaluation activities.</p> <p>3) We will draft and adopt a plan for sustaining our CSH team and continuing to engage our community partners.</p> <p>4) We will create and implement a CSH goal in our building's SIP.</p> <p>5) Our expanded CSH team will meet 8 times this school year.</p>

- a. **Program Intervention** (if applicable).  
Click on "**Help**" (top right) for a list of programs:  
Coordinated School Health
- b. **Person Responsible:**  
Building Liaison

- c. **Timeline:**
    - 1) By October 15, 2014, meet with CSH team to generate a list of potential community stakeholders and develop action plan for recruiting them
    - 2) By November 15, 2014, have recruited stakeholders attend the CSH team meeting
    - 3) By January 1, 2015, provide orientation to all new CSH team members
    - 4) By April 15, 2015, we will have included a CSH goal in our SIP
  - d. **Evaluation Plan:**
    1. Agendas, meeting notes, rosters.
    2. Sustainability plan
    3. CSH goal included in the SIP.
  - e. **Itemized Cost** (description and cost of each item related to this activity):
    - ✓ Mileage for BL to attend local community meetings: \$600
    - ✓ Copying and printing: \$200
    - ✓ Total for this activity = \$800
- 2) **Activities** (include up to five activities with person responsible, timeline, and evaluation plan per Goal):
- CSH and other vital staff attend the Crucial Conversations Training in October, Building Liaison to attend S3 related meetings/trainings
- a. **Program Intervention** (if applicable).  
Click on "**Help**" (top right) for a list of programs:  
Coordinated School Health
  - b. **Person Responsible:**  
Building Liaison
  - c. **Timeline:**  
October 1, 2014 – September 30, 2015
  - d. **Evaluation Plan:**  
Conferences, trainings, meetings notes, rosters, agendas
  - e. **Itemized Cost** (description and cost of each item related to this activity):
    - ✓ Mileage and food expenses during the S3 Crucial Conversations Training = \$500
    - ✓ Substitute coverage for staff members \$200 x 5 team members (October training) = \$1,000
    - ✓ Building Liaison to attend two required S3 Building Liaison Meetings: mileage \$125 x 2=\$250
    - ✓ Attendance at relevant trainings/workshops by CSH team members (such as the Michigan School Improvement Conference, as authorized by S3 coach= \$4,650)

- ✓ Substitute coverage for staff members attending relevant CSH or SIP conferences/trainings: \$1,000
- ✓ Total for this activity = \$5,650

2) **Activities** (include up to five activities with person responsible, timeline, and evaluation plan per Goal):

1) Engage our Blue High School Student Climate Team in school reform activities. We will contract with Neutral Zone for assistance in our student team efforts. We will draft and adopt a sustainability plan for continuing to utilize our Climate Team in school climate improvement efforts.

a. **Program Intervention** (if applicable).

Click on "**Help**" (top right) for a list of programs:  
Youth Engagement

b. **Person Responsible:**

Building Liaison, Youth Engagement Liaison

c. **Timeline:**

October 1, 2014 – June 1, 2015

d. **Evaluation Plan:**

Conferences, trainings, meetings notes, rosters, agendas  
Completed sustainability plan for our Student School Climate Team efforts

e. **Itemized Cost** (description and cost of each item related to this activity):

- ✓ *Meeting refreshment and supplies*  $\$50 \times 8 = \$400$
- ✓ *Contract with Neutral Zone for consultation support* \$5,300
- ✓ *Stipend for Youth Engagement Coordinator: \$25/hour x 100 hours* = \$2,500
- ✓ *Total for this activity* = \$8,200

## Appendix E

# "Meaningful Student Involvement"

## Improving School Climate thru Coordinated School Health

### Purpose:

To engage students in meaningful involvement in their school reform effort by creating opportunities for students to assess school need, envision and lead improvement projects, and advise and advocate adult educators to create positive school change.

### Unique contribution:

- 1) Facilitates youth and adult partnerships
- 2) Develops the 21st Century skills of youth
- 3) Strengthens adult practices in positive youth development
- 4) Builds the capacity of schools to include student participation in their efforts across the S3 Interventions.

### Critical Components of the Programmatic Intervention:

**The NEED that is addressed thru this intervention is:** schools rarely involve students in their reform efforts. However, research indicates that students have unique and valuable knowledge and experiences and that effective change requires student buy-in to create change. Furthermore, students are producers of the school outcomes and must have a greater share in the process.

### Some indicators of this NEED are:

- Students lack sufficient investment in their school reform efforts.
- MiPHY survey identifies that students want to increase their voice in their schools.
- Past school reform efforts demonstrate limited roles for students in creating change.

### The CRITICAL Components of this intervention are:

- A *2-day Institute* to foster a community of students and adults to assess their school reform efforts for ways students can effect positive change.
- A *participatory research project* to support youth to understand school issues and identify strategies for school change.
- *Coaching* to support students in strategic planning and reflection, facilitating meetings and projects, and engaging in activities to develop and grow a student advisory council.
- *Consultation and training* to observe meetings and offer feedback, engage students in leadership roles, and support the development of an advisory structure.
- A *summit* for school teams to share their success, increase leadership skills and adult advisory capacity, and develop structures for sustainable student advisory

**Visions of this in Action –** Students are meaningfully involved in school reform efforts. Students participate in improving school climate, advising on curricular issues, contributing to policy decisions, and communicating positive school change to the broader community. There is a sustainable student advisory council to support ongoing student voice in school leadership and change. Students have positive relationships with adults who recognize students as competent and as resources to support positive school change.

## Restorative Practices

## Improving School Climate Thru Coordinated School Health

**Purpose:** Enhance student learning and development. Focus on building and repairing relationships in addition to managing school behavior.

### Critical Components of the Programmatic Intervention:

**The NEED/S that is addressed thru this intervention is/are:**

**Outcome:** Communicate a culture of care as well as a philosophy of justice in a school. Keep communication open, flowing, and supporting mutual acceptable resolution to school disruptions.

Risk Factors: Antisocial Behavior and Alienation; Early Onset of Violence; Negative Attitudes Toward School; Peer Alcohol, Drug Use, and Delinquency; Inadequate School Climate; School Dropout

Protective Factors: Social Competencies, Commitment to Community and School, Positive Bonding, Opportunities for Participation, High Expectations of Youth, Safe Environment, Self-esteem



**Unique contribution:** School culture is a microcosm of the local community:

1. We get what we make.
2. We make it with communication.
3. If we get the pattern of communication right, the best student learning and development will happen.

**Some indicators of this NEED are:**

High suspension and expulsion rates, poor school attendance, lack of social cohesion, and school violence.

**The CRITICAL Components of this intervention are:**

- Best practice policies are in place – including changes to Student Code of Conduct. Administration, staff, parent and student support.
- Staff training in evidence-based RJ practices (Circles, Transformative conferencing, Check-in/check-out).
- Partnering with a Community Dispute Resolution Program or some other service provider.

**Good for the school and good for the community**



**Vision of this in Action**—Schools in the U.S. that have implemented restorative practices have seen: reductions in disciplinary referrals, recidivism rates, and suspensions/expulsions; increases in student engagement, attendance, and achievement; fewer interruptions/disruptions of instructional time; improved teacher classroom management skills; and more students engaged in creative problem-solving/conflict resolution.

## "Bully-Free Schools"

## Improving School Climate thru Coordinated School Health

**Purpose:** Create a safe, caring environment where children can learn



**Unique contribution:** Using an evidence-based process *to teach* children how to behave and function as future citizens, *instead of punishing* them *and hoping* their behavior will change



### Critical Components of the Programmatic Intervention:

**The NEED that is addressed thru this intervention is:** to be a safe and supportive school free from aggressive behaviors

#### Some indicators of this NEED are:

- student/staff observed peer to peer aggression
- student/staff observed adult mistreatment toward students (Bully-Free Schools Survey)
- school data on absenteeism, physical fights, threats, other aggression

#### The CRITICAL FEATURES of this intervention are:

- Creating a *Positive School Climate*
- *Clear Limits & Consequences* – for aggressive behavior (staff consensus)
- *Effective Social Emotional Skill Building* - using
  - *reflection* to help students chose non aggressive behavior
  - class meetings to empower and mobilize bystanders
  - social/emotional skill building curriculum (Michigan Model)
- *Strong Parent Partnerships* – engaging parents, not blaming them for the school problems

**Visions of this in Action** – Adults are courteous and respectful, and greet EVERY student positively. Adults are present, observant and engaged in the hallways, cafeteria, bathrooms etc., show positive interest in kids, and actively engage them in dialogue. When aggressive behavior is observed or reported, adults intervene consistently and submit a written behavior report. Investigations are completed to determine consequences earned, according to the behavior rubric, and students are coached through a *Reflection Process*. Parents receive positive phone calls from staff, who demonstrate warmth and collaboration, even when kids have chosen aggressive behavior. Students behave non-aggressively toward peers and are actively engaged in learning.

## "Eliminating Barriers for Learning"

## Improving School Climate thru Coordinated School Health

**Purpose:** Create a learning environment that promotes mental health



**Unique contribution:** Uses an evidence-based process for teachers and school staff that emphasizes knowledge and skill development and focuses on mental health issues in the classroom



### Critical Components of the Programmatic Intervention:

**The NEED that is addressed thru this intervention is:** to inform teachers about adolescent social-emotional wellness, factors, symptoms and implications of mental health concerns in a classroom setting and to provide specific skill-based techniques for classroom use

#### Some indicators of this NEED are:

- Increase in student misbehavior referrals and responses
- Decrease in student connection with school, absences, tardy rates and dropout/failure rates
- Anecdotal and quantitative school data on students mental health needs

#### The CRITICAL FEATURES of this intervention are:

- Creating a safe and positive school environment
- Establishing mutually respectful relationships
- Developing connections with community mental health supports and/or other necessary resources (i.e. memorandums of understanding)
- Identifying responsible school personnel and developing processes for student referrals (i.e. referral protocols, flow charts, referral forms)
- Identifying and addressing risk/enhancing protective factors
- Engaging all students in the learning process

**Visions of this in Action –** Adults are courteous, respectful, and greet EVERY student positively. Adults are present, observant and engaged in the hallways, cafeteria, bathrooms, etc. They show positive interest in kids and actively engage them in dialogue. When behavior is observed or reported that could signal a mental health concern, adults intervene sensitively and refer appropriately. Parents receive positive phone calls from staff, who demonstrate warmth, collaboration and commitment to the student's well-being. Students demonstrate respect and acceptance of others and are actively engaged in learning.

## Michigan Model for Health

## Improving School Climate Through Coordinated School Health

**Purpose:** Give school-aged children the knowledge and skills to practice and maintain healthy behaviors and lifestyles.



**Unique contribution:** This comprehensive K-12 health education curriculum gives students skills that help support the overall safe school culture such as managing strong feelings, when and how to get help, resolving conflict, etc. Giving students these skills and the opportunities to practice them help support systems of change schools want to implement.



### Critical Components of the Programmatic Intervention:

**The NEED/S that is addresses thru this intervention is/are:** The Michigan Model for Health provides age-appropriate lessons addressing the most serious health challenges facing school-aged children, including social and emotional health; nutrition and physical activity; alcohol, tobacco and other drugs; personal health and wellness; safety; and HIV. Health education helps students attain health knowledge and skills that are vital to success in school and the workplace, such as setting personal health goals, resolving conflicts, solving complex problems, and communicating effectively. Research shows that effective health education also helps students perform better in their other studies.

#### Some indicators of this NEED are:

- Any incidence of bullying in the school
- Students making consistently poor health choices
- Michigan Profile for Healthy Youth (MiPHY) data will indicate to a school their greatest needs. Although a health education curriculum should be comprehensive, this data will assist schools in identifying what area(s) students need the most support and skill building.
- Drop-out rates, absenteeism, teen pregnancy rates, staff absenteeism, special education data

#### The CRITICAL FEATURES of this intervention are:

- Teacher training
- Skills based instruction
- Family Involvement
- Social-Emotional Unit
- Guided Lesson Procedures
- Center for Disease Control & Prevention Identified Risk Behaviors
- Additional Researched Based Health Topics

**Vision of this in Action-** Implementation of this intervention has the potential to support a safe school climate. The vision is that it is not implemented only at the high school level. The curriculum is an evidence-based K-12 curriculum that when implemented at all grade levels allows for the opportunity to practice and build on knowledge and skills from the previous years, addressing the whole child. The teacher provides the direct instruction but the entire school staff must have training to understand the necessity of the content being taught and the systems approach so all are able to provide students with information and resources. Parents need to be partners and on board and policies need to be in place and enforced.



## Parent Engagement

## Improving School Climate Thru Coordinated School Health



**Purpose:** Achieve successful partnerships with parents to maximize students' overall well-being and academic success.



**Unique contribution:** An opportunity to create an inclusive environment where through knowing and understanding the family, the schools serve the holistic needs of students.

### Components of the Practice:

#### The **NEED/S** that is addresses thru this intervention is/are:

Student academic success  
Student well-being (physical, emotional, social)

#### Some indicators of this **NEED** are:

Low participation in parent teacher conferences and school events.  
Parents apathetic and often non responsive.  
Disconnected from the educational experience.

#### The **CRITICAL COMPONENTS** of this intervention are:

- Commitment to full partnerships with parents/caregivers
- Transparent Relationship – Be willing and able to speak and hear the truth
- Share responsibility for student success – Operate without blame or criticism
- Embrace individuality – An absence of focusing on fixing or changing
- Genuine and demonstrable appreciation.

**Vision of this in Action:** Happy and successful students. Parents as engaged participants in policy and decision making. Two way communication between home and school. Attendance at parent teacher conferences and other school events. Working through conflict constructively. Increased volunteerism. Respect shown to students, teachers, parents and other staff. Quote from S3 parents ***What I love about this school is how diverse it is.*** When asked who is responsible for your child's learning, the parent responded, ***Everyone of us are teachers.*** When asked about a partnership with school a parent responded, ***[Teachers] spend more time with kids and are a partner with a thankless job.***

<b>Creating Safe Schools for Sexual Minority Youth</b>	<b><i>Improving School Culture Through Coordinated School Health</i></b>
<p><b>Purpose:</b></p> <p>To help educators understand, assess, and improve school climate for all youth, especially those who identify as lesbian, gay, bisexual, transgender, or questioning (LGBTQ, also referred to as “sexual minority youth” or “SMY”).</p> <p><b>Unique contributions:</b></p> <ol style="list-style-type: none"> <li>1) Intervention focuses on LGBTQ population, but the whole school will feel its positive impact as systems develop to support <u>all</u> marginalized students.</li> <li>2) Can be tailored to your school’s readiness and needs</li> <li>3) School staff will sharpen skills they already possess as they use them to better serve the LGBTQ population.</li> </ol>	<p style="text-align: center;"><b><u>CRITICAL COMPONENTS OF THE SMY INTERVENTION</u></b></p> <p><b>The NEEDS that are addressed through this intervention are:</b></p> <p>School environments that are perceived as unsafe (physically and/or emotionally) can negatively impact educational and health outcomes for all students, but disproportionately affect LGBTQ students. Research consistently finds sexual minority youth (SMY) to be at higher risk of school failure/dropout, truancy, harassment, homelessness, assaults, suicide, and alcohol and substance abuse.</p> <p><b>Some indicators of this NEED at your school might be:</b></p> <ul style="list-style-type: none"> <li>• The Bully-Free Schools survey shows high rates of bullying based on a student’s sexual orientation (whether true or not).</li> <li>• MiPHY survey results indicate high levels of students who have witnessed bullying.</li> <li>• There are few or no clearly identified resources for LGBTQ students. Some examples include: Gay-Straight Alliance (GSA) student club, rooms that display a “safe zone” sticker, openly gay or allied staff members.</li> <li>• District and school non-discrimination and anti-harassment policies lack language that includes sexual orientation, gender identity, and gender expression.</li> </ul> <p><b>The CRITICAL FEATURES of this intervention are:</b></p> <ol style="list-style-type: none"> <li>1) Acknowledgment of the existence of its LGBTQ population.</li> <li>2) Commitment to provide a safe learning environment for all students, including those who are or are perceived to be LGBTQ.</li> <li>3) Commitment that all students, including those who are or are perceived to be LGBTQ, deserve to be safe, welcomed, cared for, and given equal opportunities for meaningful socialization through school activities.</li> </ol>

<b>Creating Safe Schools for Sexual Minority Youth</b>	<b>Intervention Description</b>  <i>The SMY Intervention can be custom-designed to meet the unique needs of your school, staff, students and parents. Key elements may include the following:</i>
<p><i>This interactive workshop reviews health and educational risks faced by LGBTQ youth, helps you assess your school's climate, and identifies key steps you can take to better support this population.</i></p> <p><i>You will leave with relevant, tangible resources and tools that can be used immediately to create safer spaces in your school. Workshops are conducted regionally throughout Michigan several times a year or on-site at your school, depending on your school's readiness and needs.</i></p>	<ol style="list-style-type: none"> <li><b>1. Professional Development Training—"A Silent Crisis: Creating Safe Schools for Sexual Minority Youth"</b>   <i>Training Objectives</i>—At the end of this workshop, participants will be able to: <ul style="list-style-type: none"> <li>• State major health and educational risks faced by sexual minority youth;</li> <li>• Define current terms related to sexual orientation and gender identity;</li> <li>• Analyze implications of personal beliefs regarding LGBTQ issues on professional practice.</li> <li>• Assess current school/agency safety and climate for sexual minority youth;</li> <li>• State the implications of key legal and policy issues affecting sexual minority youth and a safe school environment;</li> <li>• Respond with students, staff and the broader school community to create a safer school environment for sexual minority youth;</li> <li>• Commit to addressing school safety and climate issues that may arise among students, faculty, staff and parents in schools/agencies;</li> <li>• Implement an action plan to address safety and climate issues for sexual minority youth at the individual, collegial, and the school/community levels;</li> <li>• Use culturally inclusive local, regional, state, and national resources.</li> </ul> </li> <li><b>2. Development of a Strategic Plan Designed to Address the Specialized Needs of Your School</b></li> <li><b>3. Follow Up Support and Coaching, including One on One Technical Assistance</b></li> </ol>
<p style="text-align: center;"><b><u>Vision of This Intervention in Action:</u></b></p> <ul style="list-style-type: none"> <li>• Staff intervene consistently when they hear or see harassment, including comments like <i>"That's so gay."</i></li> <li>• <i>Anti-discrimination policies include sexual orientation, gender identity, and gender expression.</i></li> <li>• Creation or growth of student-led diversity clubs such as a GSA.</li> <li>• <i>Professional development sessions that train staff to be culturally inclusive to issues affecting LGBTQ students.</i></li> <li>• School safety assessments identify successes and opportunities for improvement.</li> <li>• <i>Review of health education and other curricula for relevance and inclusion of appropriate LGBT content.</i></li> <li>• Identification of school personnel who make LGBTQ students feel safe and supported (e.g. Safe Zone stickers).</li> <li>• <i>Recognition of the importance of family acceptance &amp; involvement.</i></li> </ul>	

# Bully-Free Schools: Circle of Support (BFS) Implementation Checklist

## PHASE 1: Laying a Strong Foundation

- ☐ Conduct the BFS Staff and Student Surveys.
- ☐ Identify stakeholder roles for the BFS Leadership Team.
- ☐ Arrange for SAPE/BFS consultant to provide Leadership Team with orientation to BFS approach.
- ☐ Conduct a review of related programs, curricula and other prevention/intervention initiatives.
- ☐ Analyze survey data and other existing behavioral data.
- ☐ Create a preliminary plan and timeline based upon data analysis to guide initial action steps for BFS

## PHASE 2: Preparing for Implementation

- ☐ Choose a positive acronym for your BFS initiative
- ☐ Create a detailed Implementation Plan.
- ☐ Develop an Evaluation Plan.
- ☐ Provide training to the BFS Leadership Team.
- ☐ Provide training to the entire school staff.
- ☐ Provide training/coaching for staff members who will conduct the Investigation and Reflection steps of the Individual Intervention Process (IIP).
- ☐ Conduct Parent Awareness sessions.
- ☐ Create parent and community partnerships.
- ☐ Create a formal link between the BFS Leadership Team and Building School Improvement Team, and other relevant groups.
- ☐ Review school's code of conduct, student handbook, policies and procedures to ensure alignment with BFS.
- ☐ Develop a Rubric-based Intervention for Peer Aggression.
- ☐ Implement a comprehensive health curriculum.
- ☐ Provide opportunities for targeted social/emotional learning and skill-building for students who need additional support.
- ☐ Implement class meetings.
- ☐ Maintain communication with SAPE/BFS-trained consultant.
- ☐ Develop a plan for an official "launch" of BFS to the school community.

## PHASE 3: Launch Full Implementation and Ensure Sustainability

- ☐ Fully implement all components and strategies of BFS
- ☐ Hold periodic meetings with BFS Leadership Team to monitor progress and determine future needs.
- ☐ Conduct a periodic review of key aspects of BFS once it has been fully implemented for a few months. (Note: the BFS Post Implementation Self-Assessment can be a useful tool.)
- ☐ Maintain communication with a SAPE/BFS-trained consultant who can provide technical support as needed.

# Coordinated School Health Implementation

## The Process

A step by step guide to using a coordinated school health framework.

### 1. Form a Coordinated School Health Council

The Coordinated School Health Council should include representatives from all eight components of coordinated school health, including parents and students. A team leader should be selected to lead the group and keep it organized. Administrative buy-in is essential.

- a. Create a vision and mission
- b. The eight components of CSH

### 2. Assess Needs and Resources

- a. Student data - MiPHY
- b. School data – HSAT, staff surveys
- c. District data - HSRC
- d. Parent/family data – parent surveys
- e. State level data – SHPPS, Profiles
- f. Community resources – Community Meetings

### 3. Create an Action Plan

- a. Data driven decision-making (prioritize highest needs)
- b. Workplans and SMART Goals
- c. Address Eight Components of Coordinated School Health
  - I. Nutrition Services
  - II. Family and Community Involvement
  - III. Healthy School Environment
  - IV. Counseling, Psychological and Social Services
  - V. Health Services
  - VI. Physical Education
  - VII. Health Education
  - VIII. Health Promotion for Staff
- d. Connect to School Improvement Plan – Coordinated School Health IS School Improvement
- e. Communicate your Plan

### 4. Implement Plan

### 5. Evaluate Impact

Adjust the plan as needed, addressing additional components of coordinated school health

### 6. Celebrate Progress!

### 7. Re-Assess Needs and Resources

**Eliminating Barriers for Learning-  
Year 4 Implementation  
(Lauren Kazee, MDE)**

- Look at MiPHY survey data to identify areas of concern relating to mental/social-emotional health (i.e. depression, suicide, school connectedness)
- Become familiar with student population demographics (i.e. poverty levels, homelessness, transiency, foster care) to identify areas of need
- Provide a two hour onsite school staff professional development training day
- Pre and Post-test evaluation provided to attendees
- Explore and develop connections with community mental health supports and/or other necessary resources (i.e. memorandums of understanding)
- Identify responsible school personnel and develop processes for student referrals (i.e., referral protocols, flow charts, referral forms)
- Develop and implement a building level school mental health policy
- Establish a plan to implement training actions steps (i.e., teams, school-wide, etc.)
- Evaluate effectiveness of implemented training action steps

## **Michigan Model Implementation (Support and Training from Michigan Comprehensive School Health Coordinators' Association)**

- Meet with your local health coordinator to discuss training options and support services
- Look at MiPHY survey data to target the curriculum
- Validate the certification and endorsement of the teacher(s) providing the MM instruction
- Send certified/qualified teacher(s) to Michigan Model (MM) training
- Implement MM curriculum with fidelity in the targeted student population ("The national standard for measuring fidelity is 80%, which has been shown by researchers to result in good outcomes for skill-based programs emphasizing social and emotional health).
- Pre- and post-test targeted student population
- Have teachers fill out the MM implementation logs
- Share curriculum content with CSH and SIP team
- Explore connections with Core Content areas
- Implement parent component
- Share MM curriculum goals and outcomes with parent groups
- Evaluate effectiveness of the implementation of MM curriculum
- Update local advisory groups of curriculum implementation and explore opportunities for collaboration and networking

## **S3 Parent Engagement (Parent Action for Healthy Kids)**

### **Year Three**

S3 Schools self select any or all of the following:

- Seek guidance form Barb Flis, Parent Action for Healthy Kids on strategies for engaging parents
- Request a "Build A Parent" Kit and Presentation for your Coordinated School Health Team
- Attend "Share & Learn 101" and/or "Share & Learn 201". A day-long professional development for Building Liaisons, Parent Resource Staff, Coaches or anyone who wants to gain knowledge and skills for authentic parent engagement.
- Attend "The Art of Creating a Dynamic Parent Meeting." A half-day professional development for S3 Building Liaisons, Parent Resource Staff, Coaches, Principals, Teachers or anyone who conducts parent meetings.
- Host a two hour **Talk Early & Talk Often** parent workshop at your school to help parents develop the skill to communicate with their adolescent about abstinence and sexuality

### **Year Four**

S3 Schools self select any or all of the following:

#### **The Art of Creating a Dynamic Parent Meeting**

A half day professional development for S3 Building Liaisons, Parent Resource Staff, Coaches, Principals, Teachers or anyone who conducts parent meetings. The professional development will include how to write an effective invite, do out-reach and provide tips and techniques for conducting an interesting and informative meeting that will get the much sought after parent buy-in.

#### **Transparency Without Trouble - Messaging for Parents**

A half day professional development to increase your skill on framing messages for parents for a solutions oriented partnership. This will include ways to frame data (MiPHY), report incidences, as well as successes.

#### **The Art of Creating a Dynamic Parent Meeting**

A half day professional development for S3 Building Liaisons, Parent Resource Staff, Coaches, Principals, Teachers or anyone who conducts parent meetings. The professional development will include how to write an effective invite, do out-reach and provide tips and techniques for conducting an interesting and informative meeting that will get the much sought after parent buy-in.

#### **Talk Early & Talk Often Parent Workshop**

This is a two-hour workshop for parents to help them develop the skills to talk with their teen about abstinence and sexuality. Parent Action for Healthy Kids rolled out this program in 2005 at the request of former Governor Jennifer Granholm and it continues to be a sought after parent workshop. To host a workshop you will be required to take registrations and advertise. All the materials needed to fulfill the task of host are provided.



## **Restorative Justice Practices Implementation Steps for Year 4**

- General informational presentation on Restorative Justice (RJ) practices to CSH by S3 Coach
  - Potential restorative approaches to conflicts and challenges involving others:
    1. circles
    2. restorative conferencing
    3. peer mediation
- Incorporate the practices, policies and procedures outlined in the Restorative Practices Training of Trainers in August 2014
- Develop action plan for implementation
- Meet with local Center for Dispute Resolution for menu of services and fees to assess level of their capacity and interest to assist with RJ practices/services
- Discuss plan with Strategic Alternatives in Prevention Education (SAPE) consultant to collaborate with BFS implementation
- Develop a detailed action plan (to include obtaining administrative, superintendent, and school board permission/support)
- Arrange for staff, student and parent training
- Work with S3 evaluator to develop evaluation plan

# **Intentional Implementation of the Safe Schools for Sexual Minority Youth Intervention**

## **POLICY**

- Review existing district and/or building anti-harassment and anti-discrimination policies to ensure sexual orientation, gender identity, and gender expression are included.
- Revise policy to include sexual orientation, gender identity, and gender expression, if needed. Refer to MDE for examples.
- Disseminate policy to all school personnel and train all school personnel to ensure consistent implementation of the anti-harassment and anti-discrimination policies.

## **PROFESSIONAL DEVELOPMENT**

- Ensure all school personnel (including building administrators, counseling staff, classroom teachers, coaches, etc.), are trained to be culturally inclusive related to issues affecting Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) students. Encourage school personnel to attend the *A Silent Crisis: Creating Safe Schools for Sexual Minority Youth* 201 day-long regional workshops.
- Conduct additional in-services for building staff about best practices for ensuring all students, including those who are LGBTQ, can achieve academic success.

## **ASSESSMENT**

- Review available data sources that provide information about the experiences of LGBTQ students in your school, district, and/or the state of Michigan.
- Convene a task force of key stakeholders to complete a school safety assessment to identify current successes and opportunities for continued work. (MDE has sample instruments.)
- Have students complete a school safety assessment that identifies current successes and opportunities for continued work.

## **CURRICULUM**

- Review health education curriculum for relevance and inclusion of LGBTQ youth.
- Work with Sex Education Advisory Board (SEAB) to review and adopt supplemental lessons that address sexual orientation, gender identity, and gender expression.
- Encourage LGBTQ and allied students to participate in the district-wide SEAB.
- Review the entire curriculum (e.g., Social Studies, English Language Arts, etc.), for inclusion of LGBTQ issues within existing curriculum standards and benchmarks.

## **SCHOOL AWARENESS**

- Implement school-wide *Day of Silence* or other events to raise awareness about LGBTQ students, bullying and harassment.
- Facilitate the creation or growth of a student-led club, such as a Gay/Straight Alliance (GSA).
- Identify and purchase fiction and non-fiction library holdings that address LGBTQ youth and/or families to add to the school libraries.
- Identify gender-neutral bathrooms that are available to students and/or staff who feel unsafe in gender-designated bathrooms.

## **SUPPORTS and REFERRALS**

- Identify people within the school that LGBTQ students can talk with, “come out to,” and feel safe and supported.
- Ensure that supportive people and/or safe spaces are clearly identified with a “safe space” sticker or some other visual indicator.
- Develop a referral list of providers in the community (medical and psychological support) who are culturally competent, knowledgeable, and comfortable working with LGBTQ students and/or families.
- Provide supports, resources, referrals, and networking opportunities for parents of LGBTQ students.

## **Appendix G**

### **S3 YEAR 2 IMPLEMENTATION COST LIST**

#### **MDE S3 INTERVENTION MENU**

- **Bully Free Schools (BFS)**
- **Eliminating Barriers for Learning (EB4L)**
- **Michigan Model for Health<sup>®</sup> (MM)**
- **S3 Parent Engagement (PE)**
- **Restorative Justice Practices (RJ)**
- **Sexual Minority Youth (SMY)- A SILENT CRISIS: Creating Safe Schools for Sexual Minority Youth**

#### **ADDITIONAL S3 RELATED SERVICES**

- **Social/Media Relations**
- **Youth Engagement through Neutral Zone**

## **Intervention Implementation Cost List**

### **BULLY FREE SCHOOLS (BFS)**

- **Trainers:** This would cover the cost of a SAPE consultant/trainer to support a school through the implementation process. \$650 per 8 hour day for consultation/training. Minimum of 5 days is recommended; however for an accurate estimate of days needed please contact your SAPE Consultant for an individualized recommendation.
- **Handouts and Books:** Resource Guide Handbook (minimum of two per school): \$60
- **Participants' Handbook** (one per person): \$10
- **Book:** *Schools Where Everyone Belongs* (Book recommended for PLC book study one per person; required for all members of Leadership Team): \$25
- **Book:** *Teaching with Poverty in Mind* (Book recommended reading, but optional): \$15
- **Stipends / Subs** (up to 18 leadership meetings over a year). Multiply by the number of subs or stipends needed for 18 meetings of all members of the Leadership Team.
- **Materials** (printing for newsletters/mailings-postage, rubric posters, reflection forms, Social norming materials): \$400

## **ELIMINATING BARRIERS FOR LEARNING (EB4L)**

- Funded through the Michigan Department of Education (MDE) and is free to S3 funded schools. Activities that complement/supplement EB4L should be approved through MDE S3 Coach and the MDE S3 Mental Health Consultant and support the objectives of EB4L.

### **Booster**

- Funded through the Michigan Department of Education (MDE) and is free to S3 funded schools. Two hour professional development follow-up to EB4L. Will discuss next steps to establishing a positive school climate and building rapport with students.
- **Book:** Teaching with Poverty in Mind (Book recommended reading, but optional) \$15

### **Michigan Model for Health<sup>®</sup> (MM)**

Costs for purchasing the Michigan Model for Health<sup>®</sup> (MM) curriculum vary based on the needs of the school. Please contact your Regional School Health Coordinator

(<http://micshaweb.wordpress.com/>)

- ) to discuss your school's needs, training and costs. Activities that complement/supplement MM should be approved through MDE S3 staff and support the objectives of MM.

## **Year Four**

### **S3 PARENT ENGAGEMENT (PE)**

#### **Services of Parent Engagement Specialist**

Barb Flis, Parent Action for Healthy Kids is available at no charge to provide guidance and support for S3 schools. This support can be on an "as needed" basis or a regularly scheduled intervention. This includes but is not limited to support services such as: Reviewing and providing feedback on communication to parents; providing feedback on ideas for engaging parents; providing guidance with forming a parent group; and reviewing school wide communications to parents and providing recommendations for improvement.

Budget Considerations: This guidance and expertise is offered at no cost to the school. Contact Barb Flis, Parent Action for Healthy Kids at [barb@parentactionforhealthykids.org](mailto:barb@parentactionforhealthykids.org) or 248-538-7786.

#### **Parent Engagement Staff Booster**

A one hour staff booster for schools who have done work on engaging parents over the last 3 years of the grant, but need a "boost" for staff to motivate them to keep moving forward. This would not be intended for schools who have done nothing in the area of parent engagement.

Budget Considerations: The staff booster is offered at no cost to the school, however there is a limited number of Staff Boosters available. This must be scheduled by November 1, 2014. Consideration will be given to schools who have done work on engaging parents over the duration of the grant. Contact Barb Flis, Parent Action for Healthy Kids at [barb@parentactionforhealthykids.org](mailto:barb@parentactionforhealthykids.org) or 248-538-7786.

#### **Transparency Without Trouble - Messaging for Parents**

A half day professional development to increase your skill on framing messages for parents for a solutions oriented partnership. This will include ways to frame data (MiPHY), report incidences, as well as successes.

Budget Considerations:

Cost is \$25 per person to cover facility, food & materials. Mileage and sub costs should be factored in when budgeting for this professional development.

#### **The Art of Creating a Dynamic Parent Meeting**

A half day professional development for S3 Building Liaisons, Parent Resource Staff, Coaches, Principals, Teachers or anyone who conducts parent meetings. The professional development will include how to write an effective invite, do out-reach and provide tips and techniques for conducting an interesting and informative meeting that will get the much sought after parent buy-in.

Budget Considerations:

Cost is \$25 per person to cover facility, food & materials. Mileage and sub costs should be factored in when budgeting for this professional development.

#### **Talk Early & Talk Often Parent Workshop**

This is a two-hour workshop for parents to help them develop the skills to talk with their teen about abstinence and sexuality. Parent Action for Healthy Kids rolled out this program in 2005 at the request of former Governor Jennifer Granholm and it continues to be a sought after parent workshop. To host a workshop you will be required to take registrations and advertise. All the materials needed to fulfill the task of host are provided.

Budget Considerations:

\$500 plus \$10 per participant for workshop materials.

## **RESTORATIVE JUSTICE PRACTICES (RP)**

- Costs for Restorative Practices (RP) Services vary based on the needs of each school. Please work with your S3 Coach to contact your Regional Dispute Resolution Center or local trainer to discuss your school's needs, training and costs. Activities that complement/supplement RP should be approved through MDE S3 staff and support the objectives of RP.



## **A SILENT CRISIS: Creating Safe Schools for Sexual Minority Youth (SMY)**

### **SMY 101**

- For schools that had participants in the SMY 101, they can send more staff to the one of the 4-5 regional “A Silent Crisis: Creating Safe Schools for Sexual Minority Youth” regional day-long trainings to build basic awareness and capacity. Participants will leave with resource guides filled with information about how to make schools safer and more supportive at all levels. The workshop includes basic information to get everyone on the same page regarding health and educational risks, terminology, implications of personal beliefs on practice, assessing the climate in one’s own school, and policy and legal issues. The second half of the workshop focuses on using skills for responding to situations and intervention strategies, and developing an action plan for next steps. This option would be valuable for schools that want to build basic awareness, are self-starters, and can take the information and move to action without additional supports.

Cost:

\$100 per person

Resource guides for training participants: \$53/guide

Mileage to regional training

### **SMY 201**

- For those school teams that participated in an A Silent Crisis: Creating Safe Schools for Sexual Minority Youth” regional training in previous years, S3 will be offering a 201 training for school teams. You will only have to budget for mileage to the training, overnight accommodations if needed, and substitute teacher costs. MDE will cover the costs for the training.
- In addition, your school could utilize the more comprehensive option and include everything in SMY Option 1 and also individualized follow-up support to identify and implement changes that can be made in the school to provide a safer and more supportive climate to all youth including lesbian, gay, bisexual, transgender and questioning youth. This option would be valuable for schools that want to build basic awareness and receive additional support to take the information and move to action.

In addition to the day-long training for 5-10 school staff and 5 resource guides, SMY Option 2 would cover individualized follow-up support, including an onsite planning meeting, an onsite in-service for school staff, individualized technical assistance, and travel for trainers to school sites. Services can be adjusted to meet individual needs.

Cost:

5-10 slots in day-long training: \$1,000

5 resource guides for training participants: \$265

Individualized follow-up support services for school: \$1,735

Total: \$3,000

Additional Budget Considerations:

Copying costs for meeting materials

Stipends/Subs for onsite meetings and/or in-services

## **ADDITIONAL SERVICE OPTIONS**

### **PUBLIC/MEDIA RELATIONS**

***Services offered by Lambert, Edwards & Associates (LE&A) under the \$3,000 budget provided to each school by MDE (through 9/30/14):***

- Communications planning, including counsel on internal and external communications strategies
- Message development as it relates to the S3 Grant
- Media relations related to the S3 Grant
- Social media analysis and recommendations

***Additional services offered by LE&A (Post Grant):***

- Message development related to school/community outside of S3 Grant: \$1,500
- Media training: \$4,000
- Crisis communications plan and counsel: \$2,000
- Ongoing support on implementing the initial communications plan: \$2,000/month (post S3 Grant )
- Post S3 Grant comprehensive communications plan with updated recommendations: \$2,500 (phase two internal and external communications strategies)

## Student Advisory: *On-Site Training & Coaching Opportunities*



Advisory is an effective and meaningful way to provide students the opportunity and structure to be involved in a range of programmatic and governance projects and decisions. School Advisory is a model derived from work which has been piloted at several Safe and Supportive Schools (S3) sites during the 2012-13 academic year.

Following are a list of topic areas that Neutral Zone offers training and coaching to support the development or expansion of school-based advisories. Coaching visits and half-day training sessions run from 2-4 hours, depending on the activities scheduled; full day training sessions are 6 hours.

### ***Option 1: Leadership Package***

As part of a cohort, Neutral Zone will work with 4-6 high schools intensely throughout the school year to facilitate components that build upon each other to facilitate the development of student driven practices. **\$7,500 per school with an option to make payment in three installments ( August, November, January).** This rate does not include transportation required for school teams to attend the residential institute and mid-year summit, held in Ann Arbor MI.

#### The components include:

- Student Engagement Residential Institute: Each school brings a team of 8-10 students and 2 adults to a residential training at Howell Nature Center on August 12-13.
- Strategic Planning Workshop: Facilitated workshop with students and adult liaison to identify goals and develop a plan for positive school change.
- 3 Workshops for students and adult liaisons based on interest, focus, and need of student leadership council development (workshops topics are listed below).
- Student Engagement 1-Day Summit: All high schools in the cohort convenes at the Neutral Zone for a one day training to focus on building a student advisory council and strengthening student leadership in February.
- On-going technical assistance and coaching through e-mail, webinars and phone
- Sustainability Meeting: Facilitated discussion with key school leaders to reflect and discuss strengths and challenges to identify future recommendations for sustainability.

### ***Option 2: Select workshops***

#### ***Training/Facilitated Workshops for Students & Adult Liaisons***

##### Building and Expanding Student Leadership      **½ day =\$500\*/visit**

- Community building and group development (*1/2 or full day training*)
- Understanding school reform and student roles (*1/2 day training*)
- Sustaining Leadership and building your advisory (*1/2 day training*)

##### Strategic Planning and Goal Setting      **\$500/visit\* + travel @ \$0.55/mile**

- Using participatory evaluation to explore issues and create change (*1/2 day training*)
- Brainstorming student-led project (based on participatory evaluation) (*1/2 day training*)
- Developing a work plan for driving project (*1/2 day training*)
- Reflection on student-led school reform project (*1/2 day training*)

#### Student-Led Facilitation

**\$500/visit\* + travel @ \$0.55/mile**

- Designing agendas and leading meetings (*1/2 day training*)
- Reflecting on your facilitation style (*1/2 day training*)
- Asking effective facilitation questions (*1/2 day training*)
- Planning and reflection strategies (*1/2 day training*)

#### Growth of Student Advisory Council

**1/2 day = \$500/visit\* 1 day = \$950\* + travel @ \$0.55/mile**

- Creating an advisory structure (mission, bylaws, and other support structures) (*full day training*)
- Skill-building for advisory roles (fundraising, program development, evaluation) – (*1/2 or full day training, depending on content and depth*).

### ***Consultation and Training Sessions- For Adult Staff***

#### On-Site Consultation & Coaching:

**\$500\*/1/2 day visit + travel @ \$0.55/mile**

- Supporting the development of an advisory structure
- Engaging effective student leadership and voice
- Observing meetings and leading critical feedback sessions

#### Training in Student Engagement Strategies for Adult Staff

**1/2 day = \$500\*/visit 1 day = \$950\* + travel @ \$0.55/mile**

- Positive youth development (*1/2 day training*)
- Youth/Adult Partnerships (*1/2 day training*)
- Introduction to Student Advisory (*full day training*)
- Voice/choice/intrinsic motivation (*full day training*)
- Planning/reflection strategies (*1/2 day training*)
- Active listening, questioning and encouragement strategies (*full day training*)

#### ***For more information contact:***

**John Weiss, Executive Director ([weiss@neutral-zone.org](mailto:weiss@neutral-zone.org)) – Neutral Zone Phone: 734-214-9995**

**\* Training Rates are for 1 trainer who can serve up to 15 students or 20 adults/session. Larger groups require two trainers**

### ***Safe & Supportive Schools – Meaningful Student Involvement Intervention Intermediate Training and Coaching Support (2014-15)***

S3 School sites in Michigan that have adopted Neutral Zone's Advisory model have had many successes involving students in meaningful roles in school climate projects and on-going advising roles. Sustaining and growing these efforts, especially as staff transition and student leaders graduate, can be challenging. Additionally 2014-15 marks the last year of federal funding for the S3 project and schools must work this last year to develop sustainable systems and practices that support the critical work they've done over the past few years.

In order to help schools sustain effective student involvement, Neutral Zone is putting together a series of intermediate activities to help schools build and maintain their advisories. This intervention is designed for schools that have a regularly meeting advisory with student leadership, dedicated staff to supporting the group and have participated in training with Neutral Zone in student engagement.

The workshop and coaching series takes place over the 2014-15 school year and involves three components plus optional coaching sessions:

- Workshop 1 - *Setting the Stage for a Successful Advisory Year* (October) – this 1-day workshop is for adult S3 liaisons and other support staff and provides participants 1) a primer on community-

building and group stage development; 2) a review of practices (ask-listen-encourage) to support meaningful student involvement; 3) review strategies and activities to facilitate effective meetings; 4) strategic planning for the academic year.

- Session 2 – *Fostering Student Leadership (December)* – During this 1-day workshop is for a team of S3 adult staff AND 2-4 key student leaders from schools. Groups will work collaboratively to increase student leadership with the following workshop objectives: 1) reflect on stages of youth leadership development; 2) plan for sustaining student led meetings; 3) skills development in student-led fundraising and evaluation; 4) setting a plan for the 2014-15 academic year.
- Winter 2015 Summit - This 1-day summit is for a team of adult advisor(s) and 8-10 students to participate in an intermediate track with the goal of sharing their success and institutionalizing systems and practices for sustaining their advisory.

**The cost for all of the above components is \$2,000 – and includes lunch and materials for each participant at each of the events.**

Optional:

- Coaching Session – ½ or full day coaching visits to school sites provide additional training or consultation to individual schools to carry out plans and help support students in strategic planning and reflection, facilitating meetings and projects, and engaging in activities to develop and grow a student advisory council.

**The cost for coaching visits are \$950/full day and \$500 per ½ day.**